Somerset Independent Schools ARP ESSER Plan UPDATE 12/2022

**Required meaningful consultation with stakeholders:**

Somerset Schools Superintendent, Kyle Lively, has led several groups to discuss the use of the ARP ESSER funds in the district to help students return safely to in-person instruction, reduce the impact of learning-loss, and increase attention to student social-emotional needs as a result of the pandemic. These groups include meetings with the school board members (who are all community members), the district teacher advisory council, and a district wide committee composed of community members, certified staff, classified staff, administrators, and parents. Specific conversation with the Director of Special Education, EL coordinator, migrant and homeless district contact were held to address the specific needs of these special groups of students. The district also created and distributed a survey for both input on use of the funds, as well as, feedback related to the draft plan of activities. SEA, the local chapter of the Kentucky Education Association was contacted to provide information about the ESSER plan for the district. This is the largest professional association in the district. The president sent information about the district survey to all members of the group so they could provide feedback to the district on the development of the ARP ESSER spending plan. There were over 115 surveys completed by individuals that represented all of the stakeholder groups - students, families, school and district administrators, educators and their unions, civil rights organizations, and stakeholders representing the groups of children from historically disadvantaged groups

From the variety of discussions and survey results, the data shows that there is a need for the following activities:

* Addressing the social-emotional needs of students.
* Adding staff to address both the social-emotional needs, as well as, the academic loss due to the pandemic (this was for both the student body as a whole and for students in special populations such as students with disabilities and English Learners.)
* Extending the availability of tutoring for students.
* Increasing the availability of instructional materials and technology.

All of the activities in the draft ARP ESSER District Plan had a 68% or higher agree rating with the respondents of the feedback survey.

**How will funds be used to implement prevention and mitigation strategies consistent with the CDC guidance on reopening schools?**

Physical Distancing – When the county is marked as “Red” on the Health Department weekly map, schools in Somerset Independent Schools will maximize distance in classrooms and common areas. To aid in the ability to physical distance, the district will need to purchase student desks and chairs to replace some classroom furniture that does not easily facilitate the ability to maximize the distance between students.

Handwashing and Respiratory Etiquette – All Somerset students will receive direct instruction in handwashing and respiratory etiquette that is appropriate to the age and grade level. The district will purchase additional hand sanitizer for students and staff to use in times when soap and water handwashing is not available. The district will place handwashing instruction graphics near all sinks to remind students and staff proper handwashing techniques. Each school will require additional handwashing soap and hand sanitizer to have enough supply for additional handwashing.

Cleaning and Maintaining Healthy Facilities – The district has a process in place in each of the buildings to clean and sanitize each of the classrooms and common spaces daily. High touch surfaces and areas may be cleaned more often to help prevent transmission of germs from person to person. These funds will be used to purchase the needed cleaners, sanitizer, and other related equipment. We currently have several janitorial positions unfilled, therefore the district may need to use ESSER funds to hire a cleaning agency to continue the additional cleaning and sanitizing. Water fountains will be replaced with bottle fill stations so that students can have water to drink and reduce the possibility to transfer illness with the traditional water fountain.

Improving Ventilation - Each school facility has been provided air purification system components during the past school year. The district will purchase and place additional purification devices/systems as needed.

Appropriate Accommodations for Children with Disabilities, English Learners minorities and homeless – The district Director of Special Education, Special Education Teachers, and parents will discuss the specific needs of students with identified disabilities and identify adjustments of accommodations needed for each child. Special materials will be purchased to address the needs, for example, if there is a need for clear masks or face shields for teachers who work with students in speech therapy.

Other additional items that related to the Guidance for K-12 School Operations for In-  
Person Learning:

* The district will follow the KHSAA guidance for athletic groups and events.
* The district will consult with the Lake Cumberland District Health Department to monitor local transmission and make necessary adjustments to implementation of additional transmission reducing strategies.

**How will the district use funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions?**

As required, the district will reserve 20% of ARP ESSER funds to address learning loss through the implementation of evidence-based activities/interventions. Activities to be included to address learning loss in the district include:

* Curriculum Coaches for each building in the district. The Curriculum Coaches in each building will work with teachers and students to evaluate assessment data and create learning plans for accelerated learning. The goal is to reduce the impact of learning lost during the pandemic.
* Additional Intervention Teacher for elementary and middle schools. After the needs assessment for each school has been conducted, the elementary has a greater need in the area of mathematics, while the middle school has the greatest need in reading.
* College and Career Readiness Coach for the high school. Interventions for students will be coordinated through the College and Career Readiness Coach. The CCR Coach will work with students to increase skills in English, math, and reading, as well as helping implement student Individual Learning Plans that will focus students on their future goals.
* Professional Development for all teachers. The professional development coordinator and district supervisor of instruction will collaborate to provide professional development for teachers that address the three main areas of ARP ESSER including safety of in-person instruction, addressing learning loss and accelerating achievement, and social-emotional needs of students.
* Increase the availability of devices to reach a 1:1 ratio for all grades, three through twelve. There will also be device maintenance and upkeep through these funds.
* Credit Recovery Teacher will be designated for the the high school. By adding a teacher in an alternative learning setting, it will allow us to address needs of students with special circumstances and those who are at-risk of not graduating due to learning lost during the pandemic.
* Assessments to determine the amount of student learning loss. Digital assessments will allow each school to determine the level of achievement of each student, as well as, monitor student achievement throughout the year.
* Additional software and supplemental high quality instructional materials to address areas with the most significant learning loss. Each building will research and determine which software will be most appropriate and benefit the students in their building.
* Additional textbooks and high quality instructional basal curriculum with online options. Currently, we have classroom sets of print textbooks. To make sure that all students have access to high quality instructional materials, we will purchase curriculum that have both individual student printed options, as well as, digital solutions for content.
* Extended tutoring options for students. By offering more tutoring sessions during different times, we will provide additional opportunities for students to gain skills and return to grade level.

**How will the district ensure that interventions address the academic impact of list instructional time and response to the academic, social, emotional, and mental health needs of all students?**

* Additional Guidance Counselor for the district. The additional staff will allow to serve more student needs related to their social-emotional learning.
* Lessons and activities addressing social-emotional learning at age-appropriate levels for students. Materials will allow the school counselors to work with small group and individuals to address their mental health.
* Professional development for teachers. Training provided to teachers will help them use a trauma-informed approach to dealing with student needs as we return from the pandemic.

**How the district will spend the remainder of its funds?**

* The district designated a Covid Safety and Compliance Director to coordinate our response to the COVID-19 pandemic and return to school.
* Technology materials and supplies. In addition to devices, there is protective equipment and individual student use equipment related to technology that will be provided to students and staff.
* Upgrade to the wifi/communication equipment will be needed to support the increase in demand of 1:1 devices to allow for increased connectivity.
* Resources for principals necessary to address the needs of their individual schools.
* Fund property insurance, fleet insurance, and student liability insurance as an activity necessary to maintain the operation and continuity of services.
* Provide dual credit tuition for students catching up on accelerated courses.
* Provide welfare needs of students identified as homeless.
* Provide funds for educational field trips for all grades as approved by principal and district ESSER coordinator.

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| **Citations of Evidence Based Instruction:**  The implementation of evidence-based interventions will be key in reducing the learning loss that has occurred as a result of COVID-19 during the pandemic. ARP ESSER Funds will be used to purchase instructional support materials/programs, as well as additional staffing to help each school building. The following evidence-based interventions will be funded, as needed, and implemented with teacher training and used with fidelity to reduce learning loss and address student social-emotional needs:  **Dream Box** Evaluation of Rocketship Education’s use of DreamBox Learning’s online mathematics program. Wang, H., & Woodworth, K. (2011). Menlo Park, CA: SRI International. Retrieved from http://www.dreambox.com/ **Lexia**  The efficacy of computer-assisted instruction for advancing literacy skills in kindergarten children. Macaruso, P., & Walker, A. (2008). Reading Psychology, 29(3), 266-287. Retrieved from: <https://eric.ed.gov/?id=EJ799232> The efficacy of computer-based supplementary phonics programs for advancing reading skills in at-risk elementary students. Macaruso, P., Walker, A., & McCabe, R. (2006). Reading Psychology: An International Quarterly, 29(2), 162-172. Retrieved from: <https://eric.ed.gov/?id=EJ733029> **Achieve 3000** The impact of Achieve3000 on elementary literacy outcomes: Randomized control trial evidence, 2013-14 to 2014-15 (DRA Report No. 16.02). Hill, D. V., & Lenard, M. A. (2016). Cary, NC: Wake County Public School System, Data and Accountability Department. Retrieved from: <https://eric.ed.gov/?id=ED581879> **Read Naturally- students with disabilities** Improving reading fluency and comprehension in elementary students using Read Naturally. Arvans, R. (2010). Dissertation Abstracts International, 71(01B), 74-649. Retrieved from: <https://eric.ed.gov/?id=ED513836>Accelerating reading trajectories: The effects of dynamic research-based instruction. Hancock, C. M. (2002). Dissertation Abstracts International, 63(06), 2139A.Teaching to Read Naturally: Examination of a fluency training program for third grade students. Kemp, S. C. (2006). Dissertation Abstracts International, 67(07A), 95-2447. **Vocabulary Improvement Project - ESL** Closing the gap: Addressing the vocabulary needs of english-language learners in bilingual and mainstream classrooms. Carlo, M. S., August, D., McLaughlin, B., Snow, C. E., Dressler, C., Lippman, D. N., Lively, T. J., & & White, C. E. (2004). Reading Research Quarterly, 39(2), 188-215. Retrieved from: <https://eric.ed.gov/?id=EJ684719> **Fast ForWord - ESL** Improved language skills by children with low reading performance who used Fast ForWord Language. Scientific Learning Corporation. (2004). MAPS for Learning: Product Reports, 3(1), 1–13. **Reading Plus** Reading improvement report: Miami-Dade regions II and III. Reading Plus. (2008). Huntington Station, NY: Taylor Associates/Communications, Inc. **After-School Tutoring**  The Impressive Effects of Tutoring on PreK-12 Learning: A Systematic Review and Meta-Analysis of the Experimental Evidence. Working Paper 27476Nickow, Andre; Oreopoulos, Philip; Quan, Vincent – National Bureau of Economic Research, 2020  **Social Emotional Assessment System – Terrace Metrics**  https://www.terracemetrics.org/wp-content/uploads/2020/02/Validation-Data-for-Terrace-Metrics-System-2017-to-2018-Brief-Report.pdf  **Technology**  Using technology to increase the depth of learning. https://ies.ed.gov/ncee/edlabs/regions/midwest/blogs/using-technology-to-increase-depth-of-learning.aspx  **School Counselor and Curriculum Coaches**  Greenberg, M. T., Domitrovich, C. E., Weissberg, R. P., & Durlak, J. A. (2017). Social and emotional learning as a public health approach to education. The Future of Children. Retrieved from [https://eric.ed.gov/?id=EJ1144819](https://ies.ed.gov/transfer.asp?sec=true&location=eric.ed.gov/?id=EJ1144819)  Tromski-Klingshirn, D., & Miura, Y. (2017). School counselors’ role in dropout prevention and credit recovery. Journal of School Counseling, 15(4). Retrieved from [https://eric.ed.gov/?id=EJ1144756](https://ies.ed.gov/transfer.asp?sec=true&location=eric.ed.gov/?id=EJ1144756)  Desimone, L. M. & Pak, K. (2017). Instructional coaching as high-quality professional development. Theory Into Practice, 56(1), 3-12. Retrieved from <https://eric.ed.gov/?id=EJ1129817>  Gibbons, L. K. & Cobb, P. (2017). Focusing on teacher learning opportunities to identify potentially productive coaching activities. Journal of Teacher Education, 68(4), 411-425. Retrieved from <https://eric.ed.gov/?id=EJ1151178> |

This plan will be reviewed quarterly by the district ILT (Instructional Leadership Team), in consultation with the local health department, for implementation and any adjustments needed based on current state of transmission in our area.

The Somerset Independent Schools ARP ESSER Plan is to be posted on the district website and will be available at the central office and each school for parents or community members who request a copy.